REVISED March 20, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal Mr. Don Raymond
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dr. N. H. Jones Elementary School
(As it should appear in the official records)

School Mailing Address 1900 SW 5th St.
(If address is P.O. Box, also include street address)

Ocala Florida 34474-2200
City State Zip Code+4 (9 digits total)

County Marion School Code Number* 042 0311
Telephone (352) 671-7260 Fax (352) 671-7266

Website/URL http://www.firn.edu/schools/marion/nhjones/Homex.htm

E-mail George.Raymond@marion.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. James M. Yancey, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marion County Schools Tel. (352) 671-7700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Susan Mosley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.
DISTRICT

1. Number of schools in the district:
   28 Elementary schools
   8 Middle schools
   0 Junior high schools
   7 High schools
   10 Other (3 charter, 7 specialty)

   53 TOTAL

2. District Per Pupil Expenditure: $ 6,026.78

   Average State Per Pupil Expenditure: $ 6,177.87

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 3 ½ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK			**0**		**7**			
K	71	58	**129**		**8**			
1	59	56	**115**		**9**			
2	61	63	**124**		**10**			
3	64	65	**129**		**11**			
4	65	59	**124**		**12**			
5	64	45	**109**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					730

6. Racial/ethnic composition of the students in the school:

68 % White
24 % Black or African American
3 % Hispanic or Latino
5 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	730
(5)	Subtotal in row (3) divided by total in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3.0

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 188

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____8__%
____64__Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	__4_Other Health Impaired
____Deaf-Blindness	__7_Specific Learning Disability
____Emotional Disturbance	_50_Speech or Language Impairment
__2_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	__1_Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	__2___	_____
Classroom teachers	__33___	_____2__
Special resource teachers/specialists	__12___	_____
Paraprofessionals	__13___	_____
Support staff	__16___	_____
Total number	__76___	_____

12. Average school student-"classroom teacher" ratio: ___22__

13. Attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	96 %	96 %
Daily teacher attendance	96 %	96 %	96 %	96 %	97 %
Teacher turnover rate	15 %	17 %	10 %	27 %	18 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Dr. N. H. Jones Elementary School is located on the west side of Ocala, Florida, in the middle of a proud black community. Ocala lies in central Florida surrounded by gently rolling hills and elegant horse farms. Marion County is home to over 293,000 people. As a magnet school we draw about 25% of our students from our immediate walk in community. The remaining 75% of our students come from all over Marion County with 10 % of the outlying students being minority. Our overall population is 734 kindergarten through fifth grade students, about 35% of which are minority and 65% Caucasian.

Dr. N. H. Jones first opened in 1960 with seven classroom buildings. Since that time we have added three new buildings; the most recent addition of two buildings was completed in 2000. We have 42 classrooms that are fully networked, a media center, computer lab with 30 Macintosh computers, media production lab, science lab, and two portable classrooms..

Our vision is: "Dr. N. H. Jones, where every child will achieve academic excellence." It is our belief that all students will learn and perform at a high level. As a result of our vision we provide a strong remediation program that is designed to close the achievement gap. We also provide a multi-leveled enrichment program; one for the highly gifted, a regular gifted program and an enhanced classroom program. School based decisions must support this vision and our resources and field trips are geared towards this end. This goes along with our mission statement which is: "In an innovative environment, students will excel in basic academics with enhanced learning in math, science, technology, and media production."

Dr. N. H. Jones has come to be known as the media production center for Marion County. For the past five years our students walk away with well over 90% of the counties elementary level media awards, countless state awards and between one and three international awards each year. Our students are coveted at the middle school magnet with the principal freely announcing that we have the best prepared students in the county.

The tone is set each day as the students recite a student pledge:

I am proud to be a student, at Dr. N. H. Jones.
Today and every day.
I promise to adhere to the lifelong guidelines of:
Trustworthy
Truthfulness
Active listening
No put downs
And personal best

These guidelines are the corner stone of not only our character education program, but it is at the foundation of what we expect of all students every day. The pledge is a way of life that helps us to provide a safe and secure environment, that puts learning at the center of our community.

Parents are encouraged to play an active role at our school. Our parent teacher organization not only raises funds for needed projects but provides opportunities for parent education. Parents spent 10,000 hours last year volunteering to help at all grade levels. They did everything from teaching numbers and letters to running small literature groups. Many parents take advantage of lunch breaks to come and eat lunch with their children

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Explanation of Dr. N. H. Jones assessment results.

Florida utilizes a state assessment called the Florida Comprehensive Assessment Test (FCAT) to determine student progress as well as the success of each individual school in terms of student progress. The assessment breaks student achievement down into five levels. Students who score a level 1 are non-proficient and level 2 is basic - the students have been learning grade level skills but are not yet proficient. A student that scores at a level 3 is considered to be on grade level and proficient. Students who score at level 4 and 5 are considered to be advanced. In the area of reading our school scores have been making steady growth in moving students out of level 1 and 2. We also have higher percentages of our students demonstrate mastery and a higher number moving into the advanced area. This occurs at all grade levels with an occasional one year dip at times. The most encouraging news is that we have started to see a closing of the gap in scores between our minority and our majority students. This can be seen in both students moving into the proficient range as well as students in the advanced levels.

For example:

In fifth grade in 2000-1 there was a 45 point split between proficient white students and proficient black students. In 2003-4 there was only a 17 point split. We see similar changes in fourth grade where the split went from 53 points to 38 and in third grade it went from 49 points to 24 points. The same can be seen for students who made advanced standing. In fifth grade there was a 47 point split that went to 27 points. In fourth grade it went from 47 points to 37 points and in third grade it went from 46 points to 30 points.

We have found the same to be true in the area of mathematics. Students are making steady growth in becoming proficient in mathematics. We are also seeing higher percentages of students who are achieving advanced status. In mathematics as well as reading, we are seeing a narrowing of the gap between sub groups.

In fifth grade in 2000-1 there was a 30 point split between proficient white students and proficient black students. In 2003-4 there was only a 27 point split. We see similar changes in third grade; the split went from 61 points to 35 points. The same can be seen for students who made advanced standing. In fifth grade there was a 42 point split that went to 22 points. In third grade it went from 47 points to 31 points.

With our strong remediation and enrichments strands we should continue to see all students make strong gains as well as seeing a narrowing of the achievement gap between sub groups.

Information on the scores of students at Dr. N. H. Jones, as well as students at any school in the state, may be viewed at: http://www.fcatresults.com/demog/schoolXMLss/index.html

2. Dr. N. H. Jones uses assessment data to understand and improve student and school performance in the following way:

The use of assessment data is a key component to the success of Dr. N. H. Jones. It begins with individual teachers, grade level groups and finally the entire staff disaggregating the data received from the FCAT, the state achievement test. Strengths and weaknesses are noted as a whole and by subgroups. The state benchmark skills are then listed from the weakest to strongest and the staff develops a grade level calendar of instruction to ensure that weak skills are adequately covered.

During the course of the year each grade level teaches the benchmark skills at the same time and will administer a common assessment to determine mastery of skills. The assessments are administered every three to ten days. Students who have mastered the skill with a score of 80% or greater will then receive enrichment activities. Students who have not mastered the benchmark skill will be provided with remediation of the skill and will take an alternative assessment to see if they have now mastered the skill.

The grade level teachers will meet weekly to review the week's assessments and to compare class results. This will enable teachers to share best practices and find more effective ways to teach a particular skill. The teachers have a common remediation / enrichment time where they can split students up to meet individual or small group needs. It also allows the teachers to share their strengths in meeting grade level needs.

In late November there will be a test administered to all students that covers all the benchmark skills. The November assessment will then be used to rewrite the calendar for the remainder of the year, putting more emphasis on skills that the grade level as a whole have not mastered. It also ensures that skills learned earlier are retained by the students.

3. Description of how we communicate about student performance, including assessment data, to parents, students, and the community.

State assessment data on individual students, which is received at the very end of the school year, is sent home with the final report card. The report tells the parent what score the student achieved, how it compared to last years test results and how it compares to the state norm. The report also lets parents know how the students did on each component of the test. Group results are posted on our web page along with past years scores so that parents and the community can see our pattern of growth.

The weekly benchmark assessment results are shared with the students immediately after the assessment is given. Students are then assigned to either remediation, maintenance or enrichment activities. The school wide, grade level results are posted on a data wall for all to see. Parents are informed about progress on an ongoing basis by weekly or biweekly progress reports, so that they can monitor and assist their child.

Our School Advisory Council is given quarterly updates as to progress made. The council will then seek answers to problem areas or will attempt to find resources to help with other areas.

We have established student led conferences in fifth grade and will be expanding it into other grades. Students sit with their parent and to go over their progress report, explaining how they received their grade. The teacher is available for questions and the papers are available for view. The student led conferences have been very successful in helping parents understand how their child is doing and why.

The local newspaper, the Star Banner, publishes the overall results of the test by school for the entire community to see. The State of Florida then posts more complete information on a state web site.

4. Description of how we share our successes with other schools.

Successful school strategies are shared with other schools in several ways including making presentations at conferences. The principal and classroom teachers make presentations on various aspects of our program. A presentation was given at the Florida Administrators conference on successful practices in the areas of reading, writing and mathematics. As a school we have offered summer training sessions for other teachers in the use of technology and

integrating it with the overall curriculum. We have offered these training sessions at the district summer academy as well as at our own school.

The school web site is also used to share school wide programs as well as what individual teachers do. Our School Improvement Plan is posted on our web site for parents and the broader community to see. It includes our test scores, our assessment of ourselves and our plan for improvement. Other schools may view our School Improvement Plan on line which will identify our strategies for improving student performance. Contact information is provided for those who wish further information.

On a local level best practices are shared at principal and assistant principal meetings. We have offered our school as a site for several teacher education classes, where we can share what we do with future teachers. Some of our teachers will provide University course work for other teachers on our campus, teaching our practices.

The State of Florida houses a best practices web site that Dr. N. H. Jones has placed entries on. This is a clearing house for all schools to gather information from and allows us to share some of the strategies that have been successful for us.

PART V – CURRICULUM AND INSTRUCTION

1. Description of our curriculum

The state standards are at the center of our curriculum. Lesson plans, activities and field trips center around these standards. In addition to the basic core of instruction, we offer an enhanced program in mathematics, science and technology, focusing on media production. Technology is integrated into all other subject areas as a way to differentiate instruction.

Language arts is an over riding area that is part of all curricular areas. Reading, writing, listening, and speaking blend together to produce a program where children learn how to locate, gather, organize, and present information on any given topic. Students present their projects in many different forms such as: written reports, artistic expression, Hyper Studio or Power Point presentations or as I-movies. All students will do a daily oral language activity that has students, individually and collectively, look for errors in three sentences placed on the board. The activity has children learning about and reviewing the grammar and structure of sentences. Students at all levels learn graphic organizers for writing. Teachers then teach the children how to stick to a topic and add descriptive language. Students then learn how to utilize the State of Florida rubric to assess his or her own work. Individual student work is placed on the television to critique and to help students learn what good writing looks like. A monthly prompt is given for students to write about so that teachers can identify ongoing progress and can provide intervention when required.

Our reading program focuses on the five basic areas of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers provide a core of instruction and then provide for individual needs by using leveled readers with small groups of children. The Accelerated Reader Program is used to motivate the students to read independently.

We believe that children learn more by using a hands on approach to science than a textbook approach, so we have embraced discovery science. Children will learn general concepts in his or her classroom and will experiment on what they have learned in our science lab. The state benchmarks are stressed in the lab as well as in the classroom. Students in fourth and fifth grade have to complete a science fair project and fifth graders need to place their projects on web pages.

We use several approaches to teaching mathematics. The program starts by using

Macmillan Math, a county requirement. Students supplement this with daily problem solving as well as Accelerated Math for those who need enrichment. In kindergarten through second grade we also have students use Mountain Math which reviews and extends required concepts on a daily basis. Grade level bench mark calendars will ensure that students exceed state and federal expectations.

The art program is a blending of history, appreciation, and exploration. Students will learn about a period of art and then have to create a project demonstrating that form of art. Students will also do digital art, animation, claymation, and photography. Language arts and technology are an integral part of the program with many projects integrating multiple subject areas.

Social studies is our weak area. Teachers generally integrate it with other curricular areas and have students produce projects utilizing their language arts and technology skills. Students will frequently utilize technology to present long term projects.

2a. **Description of our reading curriculum**.

The Scott Foresman curriculum is used as the basis of our reading instruction and assists in teaching the essential areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. The text was on the state adoption list and was chosen by our district through a series of meetings, including teachers, administrators, and district personnel. At adoption meetings, several reading series were perused to determine which was best aligned to the Sunshine State Standards, included quality remedial and enrichment lessons, had multiple-step, real-world problem solving activities and addressed English Language Learners (ELL). Scott Foresman received the most points and was, therefore, adopted by our county

At Dr. NH Jones, reading instruction is carefully planned according to the Sunshine State Standards. In the summer, grade level teams collaborate to construct an annual, focus calendar that includes each essential skill, when and how long it will be taught and the day it will be assessed. With this annual calendar in place, teachers begin to implement their reading program. As the year progresses, students are continually observed and assessed to determine their progress. As a team, teachers disaggregate assessment data, discuss results, share best practices and modify instruction according to student needs. In addition to the regular classrooms, we have a highly trained teacher who teaches reading to our non-proficient third grade students. She has a low class size of 15 students, a full-time assistant and a 90-minute reading period.

Several things are inherent to our reading program at Dr. NH Jones: every child can learn the essential curriculum; frequent screening, progress monitoring and diagnostic assessments are used to guide instruction; enrichment and remedial lessons are incorporated into core curriculum; reading groups are fluid; the needs of every student will be met.

3. Description of our technology curriculum:

The challenge facing our school is the empowerment of our students to function effectively in their future, a future of change, information growth, and emerging technologies. Technology is a most powerful tool with the potential for paving high-speed highways from an outdated educational system to a system capable of providing learning opportunities for all to better serve the needs of the student in the 21st century.

Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area. Technology enables students to learn in ways not previously imagined. Effective integration of technology is achieved when students are able to select tools to help them obtain information, analyze and synthesize the information, and finally

present it professionally. It is our hope that our technology become an integral part of how the classroom functions, becoming as common as all other classroom tools.

Dr. NH Jones has recognized the potential of technology to change education and improve student learning. This technology is becoming a powerful catalyst in promoting improvement in learning, communications, and life skills for the survival in tomorrow's world. We are moving from a time in which technology was an added topic to teach, to a time where technology is intertwined into the curriculum. Students will seamlessly gain the knowledge needed traveling down one of the varied pathways of technology.

At Dr. NH Jones, technology is a one of the major focuses of our instruction. Word processing, keyboarding, digital imagery, multi media production, design and layout, and web page building are all included skills within the scope and sequence of our technology education. Projects from classrooms, computer lab and media center have achieved local, regional, state, and several international awards.

It is our focus that students at Dr. NH Jones become prepared for an ever changing world.

4. Description of instructional methods we use to improve student learning.

We use the Continuous Improvement Model to meet individual student's needs in the areas of reading, writing, and science. Students are taught the state standards as identified on the grade level instructional calendars. Students are then broken into three groups. The students that have not mastered the standards with 80% accuracy are provided immediate remediation on these skills. Students who have shown mastery of the skill but do not need an enriched curriculum will be provided with additional practice of skills to maintain them. Students who need enrichment are given more challenging activities.

Every day, thirty minutes is set aside for a combined period of remediation and enrichment. Teachers and assistants will work together to provide the level of activity the student needs for this period. Students assignments are based on how well they did on the benchmark assessments. As a result a student may be in a remedial group one day and an enrichment group the next.

In the area of reading, teachers will provide a basic core of instruction and will then use leveled readers to tailor the program to the needs of the students. Computer programs and projects will then be used to further differentiate the program to meet individual needs.
In most content areas teachers will take advantage of available technology to assign projects, which can be done in many ways depending on student ability. Students can do power point presentations, I-movies, web pages or more traditional reports. Cooperative learning groups are frequently used to allow students to learn life skills, as well as, to support each others learning.

5. Development of our Staff development

We provide professional development in several ways. Each summer we offer technology sessions for not only our teachers but for other teachers in Marion County. We generally repeat these sessions sometime during the course of the year for any teacher in Marion County that wishes to take the offering. We expand upon these sessions during a Saturday inservice for our staff. The training in effective use of technology allows the teachers to differentiate instruction so that the needs of all children are met.

During preschool we offer a series of inservices in the Continuous Improvement Model and how we will meet the needs of individual students as well as sessions on reading, mathematics and writing. This allows the entire school to work together for a common curricular program. Each grade level is then given a day during the year where we provide substitute teachers for

each of them so that they can work together to plan the instructional calendar for the school year. The teachers then have weekly collaborative planning meetings where they will review their calendars as well as the level of student performance. The overall student performance will be looked at by the administration and if there is need for inservice, it will be provided. In addressing training through this approach, we do not leave individuals or groups of children behind

We have limited time during the regular scheduled day, so we offer some inservices after school. At times we have funding for these training sessions, but frequently the staff will volunteer his or her time to learn a new skill. Prior to the hurricanes we had a number of half days of school to facilitate training. We lost these days with the hurricanes this year so we are looking at having teachers do observations of other teachers and having follow up meetings with the teachers. Teachers are then able to find more effective instructional strategies, as well, as to develop stronger peer relationships

We have also offered on line training in a number of areas, especially in the area of technology. Teachers can take training sessions in such areas as making I-movies, using Outlook, using Word, or building a web page. The end result is that teachers can learn at a time that better meets their individual needs and they are able to provide a multi-modality approach to instruction.

PART VII - ASSESSMENT RESULTS

FOR STATE CRITERION – REFERENCED TESTS

Subject Reading Grade Third . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic (Level 2)	98	90	90	85	
% At or Above Proficient (Level 3)	91	82	82	69	
% At Advanced (level 4 & 5)	60	55	55	41	
Number of students tested	132	124	124	88	
Percent of total students tested	100	96	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1 Black					
% At or Above Basic (Level 2)	91	65	65	68	
% At or Above Proficient (Level 3)	74	50	51	39	
% At Advanced (level 4 & 5)	37	30	30	13	
Number of students tested	35	34	34	31	
2 White					
% At or Above Basic (Level 2)	100	100	98	94	
% At or Above Proficient (Level 3)	98	95	92	88	
% At Advanced (level 4 & 5)	67	66	55	59	
Number of students tested	81	76	63	49	
3 Economically Disadvantaged					
% At or Above Basic (Level 2)	93	76	84		
% At or Above Proficient (Level 3)	85	57	72		
% At Advanced (level 4 & 5)	48	35	28		
Number of students tested	46	46	32		
DISTRICT SCORES					
% At or Above Basic (Level 2)	79	77	75	74	
% At or Above Proficient (Level 3)	66	60	60	57	
% At Advanced (level 4 & 5)	31	27	28	24	
STATE SCORES					
% At or Above Basic (Level 2)	78	77	73	71	
% At or Above Proficient (Level 3)	65	63	60	56	
% At Advanced (level 4 & 5)	32	30	28	25	

Subject Mathematics Grade Third . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	
SCHOOL SCORES					
% At or Above Basic (Level 2)	96	92	91	90	
% At or Above Proficient (Level 3)	85	77	77	68	
% At Advanced (level 4 & 5)	49	50	38	40	
Number of students tested	132	124	98	88	
Percent of total students tested	100	96	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1 Black					
% At or Above Basic (Level 2)	91	71	79	74	
% At or Above Proficient (Level 3)	60	42	47	29	
% At Advanced (level 4 & 5)	23	27	18	10	
Number of students tested	35	34	28	31	
2 White					
% At or Above Basic (Level 2)	98	100	95	98	
% At or Above Proficient (Level 3)	95	89	89	90	
% At Advanced (level 4 & 5)	54	60	43	57	
Number of students tested	81	34	63	49	
3 Economically Disadvantaged					
% At or Above Basic (Level 2)	93	83	87		
% At or Above Proficient (Level 3)	74	53	62		
% At Advanced (level 4 & 5)	39	31	28		
Number of students tested	46	46	32		
DISTRICT SCORES					
% At or Above Basic (Level 2)	83	83	88	76	
% At or Above Proficient (Level 3)	62	63	57	46	
% At Advanced (level 4 & 5)	27	26	20	13	
STATE SCORES					
% At or Above Basic (Level 2)	83	81	79	76	
% At or Above Proficient (Level 3)	64	63	59	52	
% At Advanced (level 4 & 5)	30	29	25	19	

Subject Reading Grade Fourth . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic (Level 2)	98	93	84	83	79
% At or Above Proficient (Level 3)	87	78	69	65	62
% At Advanced (level 4 & 5)	61	47	49	30	31
Number of students tested	113	97	87	96	89
Percent of total students tested	100	96	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1 Black					
% At or Above Basic (Level 2)	91	85	66	65	58
% At or Above Proficient (Level 3)	56	57	35	37	34
% At Advanced (level 4 & 5)	30	19	14	5	5
Number of students tested	23	26	29	37	38
2 White					
% At or Above Basic (Level 2)	100	97	94	96	96
% At or Above Proficient (Level 3)	94	88	88	83	87
% At Advanced (level 4 & 5)	67	58	69	48	52
Number of students tested	74	64	49	54	46
3 Economically Disadvantaged					
% At or Above Basic (level 2)	94	85	69		45
% At or Above Proficient (Level 3)	72	66	44		27
% At Advanced (level 4 & 5)	47	23	22		9
Number of students tested	36	26	32		11
DISTRICT SCORES					
% At or Above Basic (level 2)	84	74	70	71	69
% At or Above Proficient (Level 3)	68	57	54	54	52
% At Advanced (level 4 & 5)	32	26	26	25	21
STATE SCORES					
% At or Above Basic (level 2)	84	75	70	69	67
% At or Above Proficient (Level 3)	69	60	55	53	52
% At Advanced (level 4 & 5)	34	29	27	25	23

Subject Mathematics Grade Fourth . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic (level 2)	96	92	92	86	
% At or Above Proficient (Level 3)	82	79	73	63	
% At Advanced (level 4 & 5)	54	38	33	22	
Number of students tested	113	98	87	96	
Percent of total students tested	100	96	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1 Black					
% At or Above Basic (level 2)	83	81	79	78	
% At or Above Proficient (Level 3)	43	61	41	35	
% At Advanced (level 4 & 5)	21	19	3	3	
Number of students tested	23	26	29	37	
2 White					
% At or Above Basic (level 2)	100	95	100	93	
% At or Above Proficient (Level 3)	93	84	92	80	
% At Advanced (level 4 & 5)	62	48	51	36	
Number of students tested	74	65	49	54	
3 Economically Disadvantaged					
% At or Above Basic (level 2)	89	85	84		
% At or Above Proficient (Level 3)	62	70	50		
% At Advanced (level 4 & 5)	37	19	16		
Number of students tested	36	26	32		
DISTRICT SCORES					
% At or Above Basic (level 2)	86	79	74	71	69
% At or Above Proficient (Level 3)	64	54	47	45	52
% At Advanced (level 4 & 5)	25	18	14	13	21
STATE SCORES					
% At or Above Basic (level 2)	85	75	74	69	69
% At or Above Proficient (Level 3)	63	60	51	45	45
% At Advanced (level 4 & 5)	26	29	19	15	1`5

Subject Reading Grade fifth . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic (level 2)	99	92	94	86	87
% At or Above Proficient (Level 3)	89	79	76	74	66
% At Advanced (level 4 & 5)	60	47	37	34	35
Number of students tested	96	88	96	86	85
Percent of total students tested	100	96	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1 Black					
% At or Above Basic (level 2)	95	77	91	63	
% At or Above Proficient (Level 3)	76	46	63	47	
% At Advanced (level 4 & 5)	38	8	6	3	
Number of students tested	21	26	35	32	
2 White					
% At or Above Basic (level 2)	100	100	95	100	
% At or Above Proficient (Level 3)	93	98	84	92	
% At Advanced (level 4 & 5)	65	67	57	50	
Number of students tested	68	52	56	48	
3 Economically Disadvantaged					
% At or Above Basic (level 2)	95	79	91		
% At or Above Proficient (Level 3)	75	55	61		
% At Advanced (level 4 & 5)	35	29	14		
Number of students tested	20	34	43		
DISTRICT SCORES					
% At or Above Basic (level 2)	78	77	73	71	
% At or Above Proficient (Level 3)	61	59	53	52	
% At Advanced (level 4 & 5)	27	25	21	21	
STATE SCORES					
% At or Above Basic (level 2)	76	75	72	69	
% At or Above Proficient (Level 3)	59	58	53	52	
% At Advanced (level 4 & 5)	28	25	23	23	

Subject Mathematics Grade fifth . Test Florida Comprehensive Assessment
(level 1 is non-proficient, level 2 is basic, level 3 is proficient, and level 4 and 5 are advanced.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic (level 2)	97	93	94	88	87
% At or Above Proficient (Level 3)	87	76	63	71	66
% At Advanced (level 4 & 5)	54	49	39	54	35
Number of students tested	96	88	96	86	85
Percent of total students tested	100	96	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1 Black					
% At or Above Basic (level 2)	86	77	91	75	70
% At or Above Proficient (Level 3)	67	38	34	44	47
% At Advanced (level 4 & 5)	34	19	11	16	10
Number of students tested	21	26	35	32	30
2 White					
% At or Above Basic (level 2)	100	100	95	98	96
% At or Above Proficient (Level 3)	91	92	79	88	77
% At Advanced (level 4 & 5)	56	67	54	77	52
Number of students tested	68	52	56	48	30
3 Economically Disadvantaged					
% At or Above Basic (level 2)	90	88	91		
% At or Above Proficient (Level 3)	75	64	54		
% At Advanced (level 4 & 5)	35	35	24		
Number of students tested	20	34	43		
DISTRICT SCORES					
% At or Above Basic (level 2)	79	79	74	71	73
% At or Above Proficient (Level 3)	51	64	44	44	43
% At Advanced (level 4 & 5)	26	25	21	23	18
STATE SCORES					
% At or Above Basic (level 2)	79	77	75	73	74
% At or Above Proficient (Level 3)	52	52	48	48	46
% At Advanced (level 4 & 5)	28	28	25	26	22